

Poulton St Chad's CE Primary School

Accessibility Plan 2017 - 2019

The Purpose of this Plan

This plan shows how Poulton St Chad's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Poulton St Chad's CE Primary School maintains an important role in the community of Poulton le Fylde. There has been a church school in Poulton for over 150 years. In 1860 the original school was built and named Sheaf Street, but since this time, there have been many extensions added to the original building. The school is on one level, with no stairs or upper floors. At present we have one wheelchair dependent pupil, a few wheelchair dependent parents and no members of staff who require wheelchair facilities.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We have no pupils or parents who have a hearing impairment or a visual impairment at present.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote quality teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia-friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation. Investigate online modules if required.	Dyslexia focus – 2017 ASD focus – 2018 Differentiation focus – 2019	SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed	As required	ICT technician, (Western Business Computers)	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making visits accessible. Ensure each new venue is vetted for appropriateness	As required	Educational Visits Subject Leader	All pupils in school are able to access all educational visits and take part in a variety of activities.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment	As required Induction and on-going if required	Headteacher SENCo	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and

	process			retention issues.
Layout of school to allow access for all pupils and parents to all areas.	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher Governors Site Supervisor	Access for all.
Ensure access to reception area for all	Make repairs to allow entry for wheel chair users – repair to automatic doors		Headteacher	Disabled parents/carers/visitors feel welcome
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	Personal Emergency Evacuation Plans (PEEP) in place and arranged as required	Headteacher SENCo Class teacher Fire Safety Officer	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	On going	LA HI and VI advisory teachers in conjunction with SENCO	All children have access to the appropriate environment
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces	On going and as required	SENCo	Visually impaired people feel safe in school grounds and in school buildings

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will	During induction On-going Current	School Office	All parents receive information in a form that they can access All parents

	support and help parents to access information and complete school forms			understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	Office	Excellent communication. On going appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On going	SENCo	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and/or parents feel supported and included